

Race and Gender in the Navy: America's Civil Rights Era

Teacher Guide

Grade Level(s): Middle School Version (6th Grade-8th Grade)

Objective: To learn the issues and obstacles of equality for African Americans and during the Civil Rights Era (1960s and 1970s) through the lens of the United States Navy.

SOLs: (2015)

USII.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:

- a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;
- d) using evidence to draw conclusions and make generalizations;
- e) comparing and contrasting historical, cultural, and political perspectives in United States history;
- f) determining relationships with multiple causes or effects in United States history;
- g) N/A
- i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; Essential Understanding: Responsible citizens demonstrate a respect for the rights of others.

USII.8 The student will apply social science skills to understand the economic, social, and political transformation of the United States and the world between the end of World War II and the present by:

- c) examining the role of the United States in defending freedom during the Cold War, including the wars in Korea and Vietnam;
- d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities;

USII.9 The student will apply social science skills to understand the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by:

- a) examining the impact of the Civil Rights Movement, the Americans with Disabilities Act (ADA), and the changing role of women on all Americans;
- b) describing the development of new technologies in communication, entertainment, and business and their impact on American life; Essential Knowledge: Entertainment and news media industries

Materials:

- 1 Computer loaded with "Race and Gender in the Navy: America's Civil Rights Era" PowerPoint Presentation *Please make sure to download the Middle School version.*
- 1 Projector
- 1 Projector screen (if applicable)

- Copies of Pre-Lesson Vocabulary Activity
- 1 History Mystery Seabag (request from Naval Museum or use Flash Cards/Images: See description below)
- Copies of Jigsaw Analysis Articles
- Copies of Jigsaw Activity Sheet with Corresponding Questions (2-sided)

Total Time: 90-110 Minutes

Pre-Lesson Activity: 10 Minutes

Prior to introducing the lesson, have the students complete the Vocabulary Activity. This may be completed as a homework assignment the night before or as a warm-up activity.

Introduction: (Slide 1) 5 Minutes

TTW (The teacher will) say, "Today we're going to explore the history of African Americans and women in the Navy, including both their achievements and hardships during the 1960s and 1970s. This period is called the Civil Rights Era because of the fast pace of changes that occurred. There are two important pieces to the history of African Americans and women in the Navy: 1) Both groups have a long history of service to the Armed Forces. 2) While women and blacks served continuously throughout this time, they have had to overcome many prejudices. To put it bluntly, when African Americans and women served in the Navy, they faced two enemies: whatever enemy the Navy was fighting at the time, and the Navy itself."

Procedure: 65-75 Minutes

1. Background: 15 Minutes

- (Slide 2)** TTW play the video "In the Navy." TTW say, "This video was used to recruit sailors into the Navy in the 1970s. Based on the video, would you have been convinced to join? Why or why not?"
- (Slide 3)** TTW allow the students to read the quote. TTW say, "As we have learned, the Civil Rights Movement was happening across the United States. Through a series of events, the U.S.Navy began to realize that they were in need of some updates and restructuring to ensure the civil rights of all their members."
- (Slide 4)** TTW allow the students to read the screen. TTW call attention to any pertinent information they wish.
- (Slide 5)** TTW say, "This video will provide a little more background before we dive into the lesson."

2. History Mystery Seabag: 15 Minutes (Slide 6)

Complete Seabag directions can also be found in the **History Mystery Seabag Instruction Manual**. The directions listed below also cover the activity procedure.

- Students will take turns selecting one item out of the bag.
- Students will attempt to identify the object or image.
- Students will read the corresponding card to the class.

3. Recruitment: 10 Minutes

- a. **(Slide 7)** TTW allow the students to view the slide. TTW say, “In 1970, women made up approximately 38% of the civilian workforce and African Americans made up 11.1%. This was a stark contrast from the 62% of men and 87.5% of whites occupying the remainder of the workforce. Let’s see if the Navy demonstrated the same trend.”
- b. **(Slide 8)** TTW allow the students to view the slide. TTW say, “In the same year, female officer and enlisted sailors made up 4.5% of Naval personnel and in 1971, African Americans, both officer and enlisted, accounted for 6% of the total Naval force. It would appear that some changes were going to be needed if the U.S. Navy was going to embrace equal civil rights for all races and both genders.
- c. **(Slide 9)** TTW allow the students time to view the slide. TTW ask the questions posed on the slide. TTW will also say, “These are actual recruitment posters. What are your thoughts as you view these? Is there anything that bothers you about the message being sent? Do you feel that the Navy is trying to make an effort to be more inclusive?”

4. Admiral Zumwalt: 5 Minutes

- a. **(Slide 11)** TTW allow the students to read the slide. TTW say, “Admiral Zumwalt wrote memoranda that came to be known as Z-Grams. Through these, he instituted a number of programs designed to train African American sailors and women in numerous jobs. He also attempted to create committees in which sailors could discuss the problems they were having and come up with solutions. He worked directly with the sailors to learn their issues and solve them. His positive influence on race and gender relations was felt throughout the Navy--though not all people agreed with his policies.”
- b. **(Slide 12)** TTW allow the students to read the slide. TTW say, “Due to the efforts of Admiral Zumwalt, both women and African American sailors saw advancements to higher ranking positions within the Navy. Commander Kathleen Byerly was one of the women who benefitted from the removal of promotion caps which had previously limited how far a female could rise in her Naval Career.”

5. Breakout Jigsaw Activity: 30-40 Minutes (Slide 13) (<https://www.jigsaw.org/>)

Procedure: In order to complete this activity, the students will make two transitions and work in two separate groups. Jigsaw breakouts are designed to allow all of the students an opportunity to become an expert on one (or two) articles in the “Read and Analyze” stage and then share their knowledge with others in their Jigsaw Team “Puzzle Time”. Each student will be assigned one or two articles to read based on class size.

Recommended Breakout: Depending on the size of the class, the teacher should assign students to read & analyze one article apiece (24 or more students) at eight stations, or two articles (under 24 students) at four stations.

Here are suggested subgroups for the Read and Analyze time, though you can combine any two documents to form four groups:

Naval Leadership:

(A) Admiral Elmo Zumwalt

(B) William “Bill” Norman

USS Kitty Hawk Riot:	(C) Benjamin Cloud (D) Terry Avinger
Fight for Female Equality:	(E) Janie Mines (F) Joellen Drag-Oslund
Women on Navy Ships:	(G) Roberta “Bobbi” McIntyre (H) Yona Owens

****Teachers will need to make copies of each article (A-H) depending on the size of the class.****

Recommended organization:

Students will initially sit with other students reading these same articles for the “Read and Analyze” portion of the Jigsaw before sharing that information with their Jigsaw Team during “Puzzle Time”. For example: Susie (Green Team) and John (Blue Team) are both assigned to read the Riots & Rule Breakers articles. They will sit together to read the articles and analyze the situation as a group. During Puzzle Time Susie will go to Green Team and John will go to Blue Team to teach their respective Jigsaw Team about what they learned.

- Assign Jigsaw Teams (Red, Blue, Green, Yellow), 4-8 students per group. This color corresponds to the students’ Jigsaw Team or teaching group.
- Assign one student at each Jigsaw Team to a Read and Analyze group. The teacher may allow each student to choose his or her article or may assign them using their discretion.

Each student will be given the Jigsaw Activity Page and corresponding questions, which should be copied two-sided in order to save paper.

Read & Analyze (10-20 minutes): The students should be given time to read their article(s) independently (5-10 minutes). They will then work with the other students who read the same article in order to answer the questions on the back of their paper, and complete one of the puzzle sections on their paper with the answers to their questions (5-10 minutes).

Puzzle Time (20-30 minutes): The students will then move to their Jigsaw Team. Each group should be comprised of one student from each Analysis group. This means that teachers will either have eight students per group or four students per group depending on if the articles were studied individually or in pairs. This is the color group (Red, Blue, Green, Yellow, etc.). Each student will take turns teaching the others on their Jigsaw Team about the article they just analyzed. The group members will complete the remaining spaces on their Jigsaw Puzzle sheet as each member of the group shares about the different articles. Once the Jigsaw Puzzles are completed, the students should return to their seats for the closure activity.

Two Truths and A Lie: (5 Minutes, Optional) Slide 15 & 16

Explain to your students that you are going to read them three statements. Two of the statements are true, one is false. Ask your students to vote to figure out which of the statements is fact.

TTW read the scenarios on slide 16 and ask the students to determine which are factual and which are fictional. Once they have a guess, click to Slide 16 for the answers.

All Hands Closure: (10 Minutes) Slide 17

TTW ask the Big Question: “Was the Navy successful in implementing the objectives of the Civil Rights Era?” TTW allow students an opportunity to respond.

TTW say, “Throughout the years, African Americans and women have dealt with oppression, prejudice, and mistreatment in the U.S. Navy. It is amazing that they have served as honorably as they have given that the Navy has not always put them on equal footing. In the past sixty years, many positive steps forward have taken place. However, there is still more to be done. It is certain that our nation needs a navy, and to be a good navy, it needs to treat all of its sailors equally. As Admiral Zumwalt said, “There is no black Navy, no white Navy—just one Navy—the United States Navy.”